



Positive Behaviour Policy

This policy applies to Steephill School, including the EYFS setting.

Policy Author: Helen Millward, Headteacher

Reviewed and approved by Full Governing body: July 2026

Next review due: July 2027

Policy Statement

This policy has been written in accordance with the Education (Independent School Standards) Regulations 2014, Part 3 (Welfare, Health and Safety of Pupils), the Equality Act 2010, Keeping Children Safe in Education, and current Department for Education guidance relating to behaviour in schools.

At Steephill School, we believe that positive behaviour is fundamental to creating a safe, happy and successful learning environment where every child can thrive. Our approach is rooted in our core values of **Kindness, Knowledge, Inclusivity, Nurture and Determination (KIND)** and informed by the relational and restorative principles championed by Paul Dix in *When the Adults Change, Everything Changes*.

We recognise that behaviour is a form of communication and that positive relationships underpin effective behaviour management. Through consistent expectations, calm adult responses and restorative approaches, we seek to help pupils develop self-regulation, responsibility and respect for others.

Every member of our community has the right to feel safe, valued and respected. We are committed to creating a culture in which pupils feel known, understood and supported whilst maintaining high expectations for behaviour and conduct. Our behaviour expectations are rooted in the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

Steephill School does not use, nor threaten to use, corporal punishment under any circumstances. All behaviour management approaches are based on positive reinforcement, restorative practice, supportive intervention and reasonable, proportionate consequences.

As a no-phone school, pupils are not permitted to bring mobile phones or other personal smart devices onto the school site. Adherence to the School Smart Phone Policy is an expected part of our Positive Behaviour Policy, and all pupils are expected to comply with this requirement at all times.

Aims

The aims of this policy are:

- To create a calm, nurturing and respectful learning environment.
- To promote positive behaviour, self-discipline and mutual respect.
- To maintain high expectations for behaviour, learning and personal conduct.
- To implement a consistent whole-school approach to behaviour.
- To support pupils in developing self-regulation and resilience.
- To use restorative practices to repair harm and rebuild relationships.
- To support the emotional wellbeing and mental health of all pupils.
- To safeguard all members of the school community.
- To ensure behaviour is managed fairly, consistently and in accordance with statutory guidance.

The Steephill Code of Conduct

Our expectations are simple, clear and consistent:

Be Ready

Be Respectful

Be Safe

These expectations are explicitly taught, modelled by adults and reinforced through consistent language, routines and restorative conversations.

The Code of Conduct is promoted through:

- Daily classroom practice
- Assemblies
- PSHE lessons
- Collective worship
- Educational visits
- Interactions throughout the school day

Roles and Responsibilities

All Staff

All staff are responsible for promoting positive behaviour and modelling the school's values.

Staff will:

- Model calm, respectful behaviour at all times.
- Use consistent language and routines.
- Meet and greet pupils positively.
- Build positive relationships with pupils.
- Acknowledge and celebrate positive behaviour.
- Plan engaging and appropriately challenging learning.
- Refer consistently to the school's Code of Conduct.
- Give pupils take-up time following reminders.
- Use restorative conversations to resolve conflict.
- Follow behaviour incidents through to resolution.
- Record significant incidents on CPOMS.
- Never ignore behaviour that compromises safety, respect or learning.

Senior Leaders

Senior leaders will:

- Model exemplary professional conduct.
- Support staff in implementing this policy.

- Monitor behaviour patterns and trends.
- Ensure consistency across the school.
- Lead restorative meetings where required.
- Ensure reasonable adjustments are made for pupils with additional needs.
- Monitor exclusions, suspensions and behaviour data.
- Provide training and professional development.

Pupils

Pupils are expected to:

- Follow the Code of Conduct.
- Treat others with kindness and respect.
- Take responsibility for their actions.
- Engage positively in restorative conversations.
- Seek support when needed.

Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour expectations.
- Work in partnership with staff.
- Promote positive attitudes towards learning.
- Communicate concerns promptly.

Governors

Governors are responsible for:

- Monitoring the effectiveness of this policy.
- Supporting and challenging leaders appropriately.
- Ensuring compliance with statutory requirements.
- Reviewing behaviour and safeguarding information.

Recognition and Positive Reinforcement

At Steephill School we believe positive behaviour should be recognised, encouraged and celebrated.

Recognition may include:

- Verbal praise
- Positive feedback
- House points
- Certificates
- KIND Awards
- Celebration Assemblies

- Headteacher Awards
- Positive phone calls or messages home
- Displays of achievement
- Positions of responsibility

Recognition is used consistently to reinforce positive behaviour and promote a culture of success.

Consistency in Practice

Consistency lies in the behaviour of adults rather than simply the application of procedures.

Consistent practice includes:

- Consistent language
- Consistent routines
- Consistent expectations
- Consistent follow-up
- Consistent positive reinforcement
- Consistent consequences
- Consistent respect
- Consistent emotional regulation
- Consistent classroom environments
- Consistent modelling of school values

Where pupils feel valued and respected, they are more likely to respect adults and accept guidance.

Responding to Behaviour

Our approach focuses on prevention, support and restoration.

Where behaviour falls below expectations, staff will respond using a graduated approach:

Step 1: Reminder

A calm reminder of the expected behaviour linked to:

Ready, Respectful, Safe

Step 2: Warning

A clear explanation of the behaviour that needs to change and the expected improvement.

Step 3: Reflection

Time to reflect, regulate emotions and consider alternative choices.

Step 4: Restorative Conversation

A restorative discussion focusing on:

- What happened?
- Who has been affected?
- How can the situation be repaired?
- What will happen next time?

Step 5: Senior Leader Support

Where behaviour continues or is more serious, senior leaders may become involved.

Additional consequences may include:

- Loss of privileges
- Internal reflection time
- Alternative supervised provision
- Individual behaviour support plans

All consequences will be proportionate, reasonable and designed to support future success.

Bullying

Steephill School does not tolerate bullying in any form.

Bullying may be:

- Physical
- Verbal
- Emotional
- Social
- Prejudice-related
- Online (cyberbullying)

All allegations of bullying will be investigated promptly, recorded appropriately and followed up to ensure resolution.

Further information can be found in the Anti-Bullying Policy.

Pupils with SEND and Additional Needs

The school recognises that behaviour may be influenced by:

- SEND
- SEMH needs
- Communication difficulties
- Neurodiversity
- Trauma or adverse experiences

Reasonable adjustments will be made where appropriate.

Behaviour expectations remain high for all pupils, but responses will take account of individual circumstances and identified needs.

The school will work closely with parents, external agencies and pupils to provide

Searching, Screening and Confiscation

The school reserves the right to search for and confiscate prohibited items where appropriate and lawful to do so.

Prohibited items include:

- Knives or weapons
- Illegal drugs
- Stolen items
- Tobacco products and vaping devices
- Fireworks
- Pornographic material
- Any item likely to cause harm

Parents may be informed where appropriate.

Reasonable Force

School staff may use reasonable force only where necessary to:

- Prevent injury to a pupil or adult.
- Prevent serious damage to property.
- Prevent criminal behaviour.
- Maintain the safety of the school community.

Any use of reasonable force will be proportionate, necessary and recorded.

Corporal punishment is never used.

Please refer to the Restrictive Intervention, Withdrawal And Physical Restraint Policy

Behaviour Beyond the School Gate

This policy applies:

- On educational visits.
- During sporting fixtures.
- When travelling to and from school.
- During school events.
- When behaviour online impacts members of the school community or the reputation of the school.

Suspension and Permanent Exclusion

In exceptional circumstances, the Headteacher may suspend or permanently exclude a pupil where behaviour constitutes a serious breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.

Parents will be informed promptly and governors will be involved as required.

The school will maintain records of all suspensions and exclusions.

Mobile Phones

At Steephill School, we are committed to providing a safe, focused and respectful learning environment in which pupils can engage fully in school life without unnecessary distractions. To support this, Steephill School operates as a **no mobile phone school for pupils**.

Pupils are not permitted to have mobile phones on their person or to use them during the school day, including before school, during breaktimes, lunchtimes or at after-school activities unless specific permission has been granted by the Headteacher in exceptional circumstances.

Where a pupil is required to bring a mobile phone to school for reasons such as travelling independently to and from school, the device must be switched off on arrival and handed to the School Office for secure safekeeping. It will be returned to the pupil at the end of the school day. Smartwatches or other internet-enabled devices that can be used for communication or photography are also subject to the school's expectations and may be restricted where appropriate.

This approach supports our commitment to promoting positive behaviour, safeguarding, pupil wellbeing, respectful relationships and high levels of engagement in learning. It also helps to minimise the risks associated with online safety, cyberbullying, inappropriate use of technology and unauthorised photography or recording within the school environment.

Any breach of these expectations will be managed in accordance with the school's Positive Behaviour Policy and may result in the confiscation of the device, communication with parents and, where appropriate, further behavioural sanctions.

Further information regarding the school's expectations, procedures and responsibilities relating to mobile phones and personal electronic devices can be found in the Steephill Smart Phone Policy.

Monitoring and Review

Behaviour data is monitored regularly by senior leaders and governors.

This includes:

- Behaviour incidents
- Bullying incidents
- Suspensions and exclusions
- Patterns relating to protected characteristics
- Effectiveness of interventions

This policy is reviewed annually by the Headteacher and Governing Board to ensure continued compliance and effectiveness.

This policy should be read in conjunction with the Safeguarding Policy, as maintaining high standards of behaviour is essential to pupil welfare and certain behaviour concerns may require a safeguarding response.

Date of Review: July 2026

Next Review Due: July 2027

Lead Reviewer: Helen Millward

Appendix 1

Whole school Behaviour and learning management

Positive recognition

Behaviour and learning management
House points It has been recognised that you are following school expectations and contributing well to the lessons. Recognition of working well during a lesson or throughout the school day. Being a role model to the class by being an efficient learner and following school expectations consistently Supporting peers and completing the work set to the best of their ability Demonstrating any of the core values Demonstrating the code of conduct – Ready, Respectful, Safe.
Head Teacher's Award Recognition of excellence in class the child has produced an excellent piece of work that highlights many learning skills or recognition of consistently meeting expectations over a prolonged period

Practical steps in managing and modifying poor behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

Behaviour and learning management
All children must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.
Redirection Gentle encouragement, a nudge in the right direction, small act of kindness Non verbal cues, adjust seating plan, acknowledgement Emphasise the child's choices, show disappointment, re engage
Rule Reminder A reminder of the expectations Ready, Respectful, Safe delivered privately to the child. The adult makes the child aware of their behaviour. The child has a choice to do the right thing. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Clarify expectations, give choices, remind of previous good contact
Caution A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. The child will be reminded of their good previous conduct to prove that they can make good choices. Calm assertive intervention, clear verbal warning, clarify choices <i>Suggested script for a 30 second intervention</i>

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.*
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.*
- c. Tell the child what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.*
- d. Walk away from the child; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.*

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Time out

- The child is asked to speak to the teacher away from others.
- Provide a chance to reflect away from others. Always speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
- Boundaries are reset
- Child is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- Child is given a final opportunity to reengage with the learning / follow instructions

Children should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If the step above is unsuccessful, or if a child refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of staff will escort the child to a workspace outside the teaching room.

Scripted intervention.

5 minutes maximum, reset expectations, allow time for tempers to calm down

Reframe

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Internal referral

At this point the child will be referred internally to another classroom or to the hub for the remainder of the lesson. All internal referrals must be recorded on CPOMS.

Reconciliation and reparation

A restorative meeting should take place before the next lesson. If the child does not engage or the reconciliation is unsuccessful the teacher should call on support from SLT who will support the reparation process.

Focus on the learning, repair trust with the child.

Restorative questions.

- What happened?
- How did this affect others?
- What needs to happen to put things right?
- How can we do things differently next time?

Reaffirm your commitment to building a trusting relationship.

All staff will take responsibility for leading Reparation meetings. SLT will support when requested.

Formal meeting

A restorative conference that takes a 360 degree view of the child. This meeting will include the teacher, child, parent and a member of SLT, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

The meeting will address the child's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

- There may be an element of 'payback' in the action plan from this meeting. Children may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the child does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the child's behaviour
- If the child refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

Appendix 2

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The child will be allocated a Personal Learning Coach mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and child.
- Develop an appropriate action plan with the child
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the child if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a child does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by a member of SLT
- Children must be given a second chance to achieve the targets agreed on the action plan after the verbal warning All of these matters will be confirmed in writing and recorded on CPOMS alerting relevant staff.

Appendix 3

Individual Behaviour Support Plan

Children may have their behaviour monitored by teachers to show progress towards agreed targets. At Steephill we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A Behavioural Support Plan (BSP) is a school-based programme which is meant to help a child to improve their social, emotional and behavioural skills. The BSP will identify precise and specific targets for the child to work towards.

The aim of a BSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The BSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a BSP, a child should be able to better manage their behaviour and/or improve their attendance at school.

Steephill School Individual Behaviour Plan			
Name:	Class:	Date:	Plan number:
Nominated staff member to oversee plan:			
Review Date:			
Additional areas of need (complete prior to meeting):		Additional provision in place (complete prior to meeting):	
School views and concerns:			
Parent/carers views and concerns:			
Child's views and concerns:			
Areas of school life where the child experiences successes:			
Rewards which have worked in the past:			